Specializations

Introduction

Specializations are programs of study, with carefully constructed learning goals and experiences, and evaluation procedures. While course work may be included in a specialization, students may also work to meet learning goals through internships, working with a mentor, successfully completing a proficiency examination or certification examination, or other non-classroom experiences. Courses may come from several departments and involve faculty from several disciplines.

Courses taken to complete a specialization may also fit elsewhere in a student's program of study.

Students who complete a specialization will have the specialization recorded on their transcript and will receive a certificate of completion.

Color

Color plays a major role in our daily lives, and the color industry holds a significant sector in business. Both national and international companies conduct color research on products such as textiles, paints, cars, and clothes. Color is also a growing area with developers in community and neighborhood design and remains an important component of marketing and packaging goods and ideas. In fact, major employers in the region hire employees to focus specifically on the color aspect of their industries. The Color specialization provides students with the opportunity to learn about the dynamic and complex field of color from a variety of disciplinary perspectives.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1. Understand the science of perception of color.	PHYS-150 The Nature and Application of Light and Color 2	Exams, papers, projects, reports, grade of C or better.
2. Understand the psychology of color cognition and human perception.	PSYC-432 Perception 3	Exams, papers, projects, reports, grade of C or better.
3. Understand reproduction of color in print using current technology.	GCM-367 Color Management 3	Exams, papers, projects, reports, grade of C or better.
4. Understand color theory with applied exercises in a studio environment and to understand how broad-reaching color theories can evolve from diverse efforts to solve specific problems.	ART-XXX Color Studio ..... 3 ART-XXX Color Seminar 4	Exams, papers, projects, reports, grade of C or better.
5. Understand systematic analysis, quantification, and/or measurement of color.	*Choose one "systems" course:* BURTL-212 Trend Tracking and Forecasting ..... 3 CHEM-335 Instrumental Methods of Analysis ..... 3 MFGT-204 Polymer Processes ..... 3 MFGT-251 Polymer and Composite Processes 3	Exams, papers, projects, reports, grade of C or better.
6. Understand color in an applied studio environment using varied media.	*Choose one "materials" course:* APRL-140 Textiles ..... 3 APRL-145 Interior Decorating/Design Textiles ..... 3 ART-209 Painting I ..... 3 ART-217 Printmaking I 3	Exams, papers, projects, reports, grade of C or better.

Digital Photography

This specialization pulls together several courses into a coherent cluster of learning activities which emphasize the digital aspect of photography to serve both on-campus students and the needs for continuing professional education.

With elimination of wet darkrooms associated with conventional photography, many organizations are bringing photographic services in-house using electronic systems. Digital photography is marketed as being foolproof, but the task of obtaining, manipulating, and presenting quality images remains daunting. People need to be trained in this new technology as part of their continuing professional education.

The addition of digital photography to your professional preparation can provide an important competitive edge.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1.0 Demonstrate understanding and application of the technical aspects of digital image acquisition 1.1 Demonstrate understanding of photographic exposure 1.2 Demonstrate understanding of the principle of reciprocity 1.3 Demonstrate understanding of depth-of-field 1.4 Demonstrate understanding of image resolution 1.5 Demonstrate ability to scan using both flatbed and film scanners 1.6 Demonstrate understanding of file type. 1.7 Demonstrate knowledge of strengths of various films and digital inputs.	MEDIA-204 Exploring Photography.....3 MEDIA 405/605 Advanced Photography .....3 MEDIA 450/650 Digital Photography.....3	Objective and subjective tests, work sample analysis, behavioral observation.
2.0 Demonstrate understanding and application of the technical aspects of digital image manipulation using industry accepted software and procedures.	MEDIA 450/650 Digital Photography.....3 Objective and subjective tests, work sample analysis, behavioral observation.	**3.0 Demonstrate the effective use of photographic lighting for a variety of subjects and**
situations 3.1 Demonstrating studio lighting for still-life, portraiture, and the like 3.2 Demonstrate location lighting 3.3 Demonstrate safety precautions when using lighting systems. 3.4 Demonstrate ability to do photography in the non-visible spectrum 3.5 Demonstrate ability to balance mixed light sources.	3 MEDIA 430/630 Digital Audio and Video Production Fundamentals .....3 MEDIA 410/610 Product Photography 3	Objective and subjective tests, work sample analysis, behavioral observation.
MEDIA 405/605 Advanced Photography		
4.0 Describe and evaluate legal issues involving such topics as ownership, copyright, contracts, permission or releases, liability and the like.	MEDIA 450/650 Digital Photography .....3 MEDIA 430/630 Audio/Video Production 3	Objective and subjective tests, work sample analysis, behavioral observation.
5.0 Develop and maintain a digital image cataloging, storage, and retrieval system.	MEDIA 450/650 Digital Photography .....3 MEDIA 430/630 Digital Audio and Video Production Fundamentals .....3 MEDIA 410/610 Product Photography .....3 MEDIA 405/605 Advanced Photography 3	Objective and subjective tests, work sample analysis, behavioral observation.
6.0 Prepare digital images for presentation via electronic distribution, print display, electronic pre-press, video and other methods.	MEDIA 450/650 Digital Photography .....3 MEDIA 405/605 Advanced Photography .....3 MEDIA 430/630 Digital Audio and Video Production Fundamentals 3	Objective and subjective tests, work sample analysis, behavioral observation.
7.0 Develop and maintain a digital image cataloging, storage, and retrieval system.	MEDIA 405/605 Advanced Photography .....3 MEDIA 430/630 Digital Audio and Video Production Fundamentals .....3 MEDIA 410/610 Product Photography 3	Objective and subjective tests, work sample analysis, behavioral observation.
8.0 Identify markets for photographic images.	MEDIA 430/630 Digital Audio and Video Production Fundamentals .....3 MEDIA 410/610 Product Photography .....3 MEDIA 405/605 Advanced Photography 3	Objective and subjective tests, work sample analysis, behavioral observation.
9.0 Write specifications and identify sources for electronic imaging systems.	MEDIA 430/630 Digital Audio and Video Production Fundamentals .....3 MEDIA 410/610 Product Photography .....3 MEDIA 405/605 Advanced Photography 3	Objective and subjective tests, work sample analysis, behavioral observation.

Gerontology Certification

The populations of the United States and the world are growing older, precipitating important changes in health and social policies. At present, one in eight Americans are 65 or older. These growing numbers will increase demand for individuals with gerontological skills and knowledge. The Gerontology Certification requires 20 credits, or equivalent, and includes a required core and practicum through which students study aging as an interactive process of physical, social and psychological forces. Two credits of field experience with aging-related content will be required in the student's own major area of study.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
The following outcomes will be achieved through required courses:		
1. Identify major biological theories of aging.	BIO-125 Biology of Aging 3	Exam, papers, reports 2.0 grade point average
2. Identify and describe the biological changes associated with aging.		
3. Recognize normal and pathological changes that occur in organ systems with age.	HDFL-340/540 Human Development: Aging Person....3 BIO-125 Biology of Aging 3	Exam, papers, reports 2.0 grade point average
4. Comprehend the social, political and economic aspects of aging.	HDFL-340/540 Human Development: Aging Person....3	Exam, papers, reports 2.0 grade point average
5. Recognize and discard stereotypes associated with aging.		
6. Work in direct or indirect service to the older population.	Field Experience	Evaluation of field experience
The following outcomes may be achieved through the student's selection of elective courses:		
7. Understand lifespan concept of development and demonstrate an integrated knowledge of the aging individual within the context of family.	HDFL-255 Lifespan Human Development 3	Exam, papers, reports 2.0 grade point average
8. Understand the reciprocal nature of family caregiving.	HDFL-341/541 Family Caregiving to Dependent Elders 1	Exam, papers, reports 2.0 grade point average
9. Understand the process of grief for older adults.	HDFL-425/625 Death Education and Counseling in Families....2	Exam, papers, reports 2.0 grade point average
10. Recognize personal and cultural attitudes toward death.	HDFL-351 Death and the Family....1	Exam, papers, reports 2.0 grade point average
11. Identify and understand the ethical issues related to health care for the elderly.	HDFL-345/545 Health Care Dilemmas and Decisions for Families....2	Exam, papers, reports 2.0 grade point average
12. Demonstrate ability to plan and develop nutritious meals and programs for older individuals which take into account physical and financial limitations.	FN-405/605 Nutrition for the Aged 2	Exam, papers, reports 2.0 grade point average
13. Assist aging individuals, especially those with physical limitations, to find suitable and aesthetically pleasing clothing. Understand the product needs of older consumers and the promotional strategies used to market to this population.	BURTL-335/535 Topics: Minorities and Aging Consumers 2	Exam, papers, reports 2.0 grade point average
14. Understand counseling approaches and techniques for working with aging families in order to construct models for counseling older individuals and their families.	COUN-494/694 Counseling the Older Person 2-3	Exam, papers, reports 2.0 grade point average
15. Assist older individuals and their families with financial planning.	HT-488 Financial Planning for Retirement....2	Exam, papers, reports 2.0 grade point average
16. Identify the effects of exercise upon an older individual.	HLTH-365 Physiology of Exercise 3	Exam, papers, reports 2.0 grade point average
17. Explain the psychological and physiological dimensions and impact of disability from a developmental perspective.	BIO-220 Physiology of Disabilities ....3 REHAB-230 Psychosocial Aspects of Disability....3 REHAB-682 Sexuality and Disability....2	Exam, papers, reports 2.0 grade point average
18. Identify needs and difficulties unique to older disabled workers.	REHAB-355/555 Rehabilitation of the Older Disabled Worker....2	Exam, papers, reports 2.0 grade point average
19. Identify formal support systems available to older persons with special needs or national, state and local needs.	REHAB-458/658 Rehabilitation Support System Networking....2	Exam, papers, reports 2.0 grade point average
20. Explain various understandings of the meaning of aging as portrayed in literature.	LIT-450 Aging in Literature 3	Exam, papers, reports 2.0 grade point average
21. Identify architectural barriers confronted by the disabled traveler.	HT-360/560 Hospitality and the Handicapped Traveler 1	Exam, papers, reports 2.0 grade point average
22. Understand the range of technological options available to assist frail and/or disabled elderly.	REHAB-360/560 Assistive Technology....2	Exam, papers, reports 2.0 grade point average
23. Identify and describe absorption and metabolism of medications in the elderly.	BIO-358 Introduction to Pharmacology....2	Exam, papers, reports 2.0 grade point average

Golf Enterprise Management

This specialization will prepare students for careers in the management of golf operations. Students will demonstrate their knowledge and skills through applied activities and assessment of theoretical principles, benefiting from the "hands on, minds on" approach to learning. The specialization will enhance degree programs in General Business Administration; Hotel, Restaurant and Tourism Management; and Service Management as well as the professional careers of persons seeking employment in the golf industry. This specialization is supported by the golf industry to address the need for employees with knowledge of the industry and the skills required to manage the many aspects of a golf-related business.

Requirements for the Specialization

18-22 credits required.

Intended Outcome	Learning Activity	Evaluation
Students will be able to:	***Required courses: 9-12 credits***	
1. Understand major trends in the golf industry, including tourism, consumer interests, course ownership and management, and golf retail business.	GEM-101 Introduction to Golf Enterprise Management ..... 1 GEM-201 Principles of Golf Enterprise Management 3	Successful completion of required courses with a grade of "C"or better.
2. Distinguish missions of principal national and international associations in the golf industry.	GEM-101 Introduction to Golf Enterprise Management 1	
3. Understand golf facility operations from perspectives of resort, private, municipal, and daily fees courses.	GEM-201 Principles of Golf Enterprise Management 3	
4. Understand basic business principles as applicable to golf enterprise management.	GEM-201 Principles of Golf Enterprise Management 3	
5. Understand issues and strategies for developing new customers and retention of past customers of golf operations.	GEM-301 Customer Development, Retention and Marketing 3	
6. Develop basic golf skills.	PE-129 Golf 1	
7. Integrate the knowledge and skills obtained in the courses in the Golf Enterprise Management specialization through a practical experience in the golf industry.	XXX-XXX Co-op or field experience in a golf enterprise venue 1-4	Successful completion of co-op or internship with a grade of "C" or better. The student will be evaluated by the employer and a faculty mentor. The student will complete a final report that provides a general overview of the golf enterprise venue including its policies and procedures, a description of the job duties performed, the relationship of the courses in the specialization to the experience and a self evaluation of performance in the position.
Based upon the selective courses chosen the student will be able to:	***Selective courses: 9-13 credits***	
8. Explain the concepts of raising, allocating and controlling capital for business entities; analyze the income tax system and its relevance with business decisions; analyze financial data to make investment decisions.	BUACT-340 Business Finance 3	Successful completion of selective courses with a grade of "C"or better.
9. Develop a business plan that addresses the strategies required to start a small business including legal and financial aspects.	BUMGT-480 Entrepreneurship: Small Business Planning 3	
10. Demonstrate an understanding of the retail, wholesale, advertising, channels of distribution from perspectives of manufacturer to customer.	BUMKG- 330 Principles of Marketing 3	
11. Analyze the retailing process, the environment within which it operates, and the institutions and functions that are performed.	BURTL-127 Basic Merchandising 3	
12. Integrate the principles of golf resort planning and operation from the aspects of the resort concept, master planning, environmental impact, facility design, maintenance and operational management.	HT-330 Resort Planning and Operation 3	
13. Evaluate diversified natural and man-made background tourism elements (*BTE*) and the preservation and incorporation of these concepts for development of tourism destinations.	HT-340 Development of Tourism Attractions 3	

Intended Outcome	Learning Activity	Evaluation
14. Understand management of golf club operations from perspectives of customer service for membership, personnel, marketing, and financing.	HT-352 Club Management 3	
15. Evaluate the factors involved in developing and managing a golf property including the feasibility, financing, appraisal, leases, purchase agreements and management contracts.	HT-371 Commercial/Residential Property Development and Management 3	
16. Develop interpersonal communication attitudes and skills for effective business practices.	PSYC-370 Interpersonal Effectiveness Training 2	
17. Understand consumer behavior from the perspectives of psychological theories and principles.	PSYC-377 Consumer Psychology 3	
18. Understand basic public relations strategies for community, employee, customer, and media applications.	PSYC-379 Public Relations 2	
19 Understand theories and techniques for effective management of personnel.	PSYC-382 Human Resource Management 3	
20. Examine the environment in which service operations such as golf operate from the perspective of both the customer and operations management.	INMGT-210 Service Operations Management 3	
21. Analyze the service management strategies used in the golf industry as contrasted with other economic sectors.	SRVM-354 Service Marketing Management 3	
22. Evaluate how national and cultural constraints and expectations impact planning, execution, and evaluation of service quality in the golf industry.	SRVM-420 International Service Concepts 3	

Health Science Occupations Education

This specialization is intended for licensed secondary teachers who are teaching or interested in teaching health science occupation (*HSO*) related coursework. Individual school districts determine the licensure needed by an individual teaching HSO related coursework. Completion of the specialization does not result in Wisconsin Department of Public Instruction certification. Courses are offered online. The field experience will take place in a health care facility.

Requirements for the Specialization

12 credits required

Intended Outcome	Learning Activity	Evaluation
Demonstrate knowledge, understanding, and competence in the following:		
1. The demands and responsibilities of working in a health care facility	CTE-398/598 Field Experience ..... 1-2 CTE-310/510 Foundations of Health Science Occupations Education 3	Successful completion of courses is required. Artifacts for the professional portfolio are identified on course outlines.
2. National Health Care Skill Standards	CTE-310/510 Foundations of Health Science Occupations Education ..... 3 CTE-320/520 Careers in Health Care 3	Successful completion of courses is required. Artifacts for the professional portfolio are identified on course outlines.
3. Curriculum planning in health science occupations	CTE-330/530 Curriculum Planning in Health Science Occupations 3	Successful completion of course is required. Artifacts for the professional portfolio are identified on course outline.
4. Organizational structure and administration of health care and role of health care professionals	CTE-310/510 Foundations of Health Science Occupations Education 3	Successful completion of course is required. Artifacts for the professional portfolio are identified on course outline.
5. Student career development	CTE-320/520 Careers in Health Care 3	Successful completion of course is required. Artifacts for the professional portfolio are identified on course outline.
6. Organization and supervision of work-based learning	CTE-360/560 Cooperative Occupational Education Programs 2	Successful completion of course is required. Artifacts for the professional portfolio are identified on course outline.

International Studies

As the world moves toward the 21st century, people in all countries and cultures are increasingly interacting with each other. Many UW-Stout graduates find work in multinational businesses and international tourism. Others go into the Peace Corps or other types of international volunteer work. Many more use their leisure time for travel or study abroad. Even those who never venture abroad find their professional, civic and personal lives impacted by the expansion of international relationships.

The International Studies specialization at UW-Stout is flexibly designed to offer students an opportunity to better understand other cultures and international relationships, and to compete more successfully in the workplace. The specialization requires all students to complete six core courses or their equivalents, then select an option that best meets their interests and needs.

All students in the specialization are strongly encouraged to plan work or study experience abroad.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1.0 Demonstrate an understanding of international relations. 1.1 Show an understanding of concepts used to analyze international relations. 1.2 Identify participants and patterns of international relationships. 1.3 Identify and analyze global problems arising from international relations.	POLS-340 International Relations 3	Exams, papers and reports – 2.0 grade point average.
2.0 Demonstrate an understanding of cultural variation and analysis, or demonstrate an understanding of the modern world within its historical context. 2.1 Show an understanding of concepts used to analyze cultural variation or develop an introductory knowledge of the modern world based on its historical antecedents. 2.2 Identify and begin to understand the complexity of cultural and political variations that exist in the world. 2.3 Demonstrate a cross-cultural approach to analyzing international problems.	ANTH-220 Introduction to Cultural Anthropology *or* HIST-210 Modern World 3	Exams, papers and reports – 2.0 grade point average.
3.0 Demonstrate an understanding of the geography and peoples of the world. 3.1 Illustrate an understanding of geographical concepts. 3.2 Identify the major components of the physical setting in which cultures exist and international relations occur. 3.3 Identify and analyze the relationships between the physical world, on the one hand, and cultural variation and international relations on the other.	GEOG-104 World Geography 3	Exams, papers and reports – 2.0 grade point average.
4.0 Demonstrate an introductory knowledge of a second language.	XXX-XXX Language Studies ..... 8 Equivalent of 8 credits of college-level study of one foreign language. High school language study may count towards this requirement. (*International students consult with specialization adviser.*)	*For Language Studies, certification of proficiencies may be obtained from the language faculty.*
5.0 Demonstrate an introductory knowledge of the history, culture and/or social institutions of a country or region other than one's own.	XXX-XXX Area Studies ..... 2-3 (*See specialization advisor for a list of acceptable courses focusing on one country or cultural region of the world.*)	Exams, papers and reports – 2.0 grade point average.
6.0 Demonstrate an introductory knowledge of intercultural communications.	SPCOM-312 Intercultural Communication *or* BUINB-346 Intercultural Business Interactions 2-3	Exams, papers and reports – 2.0 grade point average.
7.0 Demonstrate the integration of knowledge with experience in another country or culture. 7.1 Study or work in another culture. 7.2 Show an appreciation of the diversity in cultural values from culture to culture. 7.3 Demonstrate an integration of intercultural experiences with other knowledge about international relations.	XXX-XXX Study Abroad/International Field Experience or Co-op or Internship ..... 1-2 (*Approved Independent Study/Practical International Experience.*)	Exams, papers and reports – 2.0 grade point average.

Specialized Learning Objectives	Learning Activity	Evaluation

Option 1: International Business

Specialized Learning Objectives	Learning Activity	Evaluation
1.1.0 Demonstrate an understanding of international business practices. 1.1.1 Demonstrate an understanding of international trade, development, marketing, finance business law, management and/or transportation.	*Select 9 credits from the following:* BUINB-260 Introduction to International Business (*required*) ....3 ECON-480 International Economics ....3 BUINB-338 International Logistics ....3 BUINB-485 International Marketing....3 BUINB-489 International Business Policies....3 BUINB-488 International Business Practicum ....3 BUINB-367 International Management....3	Exams, papers and reports – 2.0 grade point average.

Option 2: International Tourism

Specialized Learning Objectives	Learning Activity	Evaluation
2.1.0 Demonstrate a knowledge of the international components of the tourism industry. 2.1.1 Identify the economic role of tourism in a global economy. 2.1.2 Identify the role of government in planning/development of tourism. 2.1.3 Analyze current issues related to international tourism. 2.1.4 Analyze/become familiar with hospitality and tourism publications. 2.2.0 Assess quality and quantity of selected tourism resources throughout the world. 2.2.1 Analyze spatial patterns of connection, circulation, interaction, transportation and communication associated with the geography of tourism. 2.2.2 Analyze international tourism's locational trends. 2.2.3 Illustrate world map reading skills related in tourism **2.3.0 Analyze current tourism topics.**	*Select 7-9 credits from the following:* HT-140 Introduction to Tourism ....2 HT-341 Geography of Tourism....3 HT-440 Sociocultural System of Tourism....3 HT-481 Special Problems in Hospitality and Tourism.... 1-3	Exams, papers and reports – 2.0 grade point average.

Option 3: Language Studies

Specialized Learning Objectives	Learning Activity	Evaluation
3.1.0 Demonstrate the ability to communicate in a second language.	*Select 16 credits from the following:* (*8 additional credits in the same language as the core requirement.*) Equivalent of two years of college-level study in the same foreign language.	Exams, papers and reports – 2.0 grade point average.

Option 4: Area Studies

Specialized Learning Objectives	Learning Activity	Evaluation
4.1.0 Demonstrate an understanding of the history, cultural background and social institutions of a culture, country or region other than one's own.	*Select 8-9 credits in addition to the core area studies requirement:* Specialization adviser-approved courses focusing on one country, one ethnic/cultural group or cultural region of the world. (*For example, the following courses could serve as an "area studies" grouping: HMON-121 and -122 Practical Hmong I and II; SOC-350 Sociology of the Hmong; and ANTH-240 Hmong Studies and Contemporary Life. These courses would total 8 credits.*)	Exams, papers and reports – 2.0 grade point average.

Option 5: International Education

Specialized Learning Objectives	Learning Activity	Evaluation
5.1.0 Illustrate an understanding of the sociopolitical elements of education in a global context. **5.2.0 Demonstrate an understanding of the role of education in building a community of learners for a shared global future.** **5.3.0 Show a receptivity to multicultural perspectives.** **5.4.0 Demonstrate an awareness and understanding of the global condition and of global developments and trends.**	*Select 8-9 credits from the following:* EDUC-336 Multiculturalism: Issues and Perspectives ....2 EDUC-376 Field Experience: Cross-Cultural Experience....1 EDUC-302 Global Perspectives for Educators ....3 EDUC-400 ESL for Regular Classroom Educators ....2 REHAB-305 Sign Language I ....3 REHAB-306 Sign Language II ....3 XXX-XXX Foreign language taken at Stout (*FREN, GER, HMON, SPAN*) or other foreign languages transferred in....2-4 LIT-273 American Multicultural Literature....3 PHIL-220 Multicultural Philosophy....3 BUINB-260 Introduction to International Business ....3 SOC-375 Sociology of Minority Groups....3 XXX-XXX Student teaching, co-op, field experience or independent study....3-4	Exams, papers and reports – 2.0 grade point average.

Option 6: Apparel Design and Development; Retailing

Specialized Learning Objectives	Learning Activity	Evaluation
6.1.0 Demonstrate an understanding of international economic trends influencing textiles and apparel-related areas. **6.2.0 Illustrate an understanding of international historical influences on present day fashion** **6.3.0 Analyze international sourcing and marketing strategies for apparel products and manufacturing.** **6.4.0 Demonstrate an understanding of international business practices through formal course work.**	*Select 9-12 credits from the following:* BURTL-319 International Economic Trends in Textiles and Clothing ....3 APRL-410 History of Costume-Ancient to European ....3 APRL-211 History of Fashion_19th Century to Present ....3 BURTL-417 Social/Psychological Aspects of Clothing ....3 APRL-405 International Study Tour of the Fashion Industry.... 1-6 BUINB-260 Introduction to International Business ....3 BUINB-367 International Management....3 BUINB-485 International Marketing....3	Exams, papers and reports – 2.0 grade point average.

Professional Writing

The Professional Writing specialization addresses an area of critical importance in business and industry: communicating information clearly and precisely. The specialization is intended for those who wish to gain professional writing skills to help them find employment and those who wish to improve their writing skills to gain promotions or explore new career directions. Graduates of the Professional Writing specialization will be able to clarify technical concepts for a wide range of audiences, especially non-technical ones. This specialization can be completed entirely online.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1. **Understand and implement basic professional writing concepts and strategies.**	*ENGL-415 is a required course for the Professional Writing specialization and is a prerequisite for many upper level courses. Students must take this course during their first semester of work in the Professional Writing specialization.* ENGL-415/615 Technical Writing 3	Demonstrated successful course completion.
2. **Interact with clients to produce their documents.** Follow a sequence of activities, under supervision, to produce a document, starting with an initial interview and progressing to a final document.	*Take three credits from the following:* ENGL-121 Introduction to Technical Communication ....3 ENGL-210 Journalism Practicum (not offered online) ....1 ENGL-349 Cooperative Education in Liberal Studies .... 1-8 ENGL-437/637 Technical Writing Practicum .... 1-3 ENGL-471 Technical Communication and Consulting 3	Demonstrated successful course completion.
3. **Design documents according to client specifications.** Learn basic principles of document design. Determine client's design needs. Produce document.	*Take three credits from the following:* ENGL-361 Hypertext Writing ....3 ENGL-385 Document Design ....3 ENGL-435/635 Writing Technical Manuals 3	Demonstrated successful course completion.
4. **Adapt, direct, and produce information for a particular audience with particular technologies.** Structured sequence of activities that train students in concepts of audience adaptation and develop flexibility in adapting to audience. *Take three credits from the following:*	ENGL-388 Writing Multimedia ....3 ENGL-361 Hypertext Writing ....3 ENGL-425 Usability Design and Testing ....3 ENGL-430 Writing for Content Management ....3 ENGL-435/635 Writing Technical Manuals 3	Demonstrated successful course completion.
5. **Organize and present written material in a clear, concise manner with an emphasis on rhetorical context and strategy.** Structured sequence of activities that train students in organizing for a particular audience situation.	*Take three credits from the following:* ENGL-247 Critical Writing ....3 ENGL-343 Rhetoric of Technology ....3 ENGL-371 Advanced Rhetoric	Demonstrated successful course completion.
6. **Produce information according to business and industry standards of style.** Structures sequence of activities that train students in style concepts and flexibility.	*Take three credits from the following:* ENGL-125 Professional Writing Elements of Style ....3 ENGL-207 Writing for the Media ....3 ENGL-225 Editing Processes and Practices ....3 *(Prerequisite for ENGL-225: Test out or take ENGL-125)*	Demonstrated successful course completion.

Public Relations/Public Information

This specialization is a suitable support program for undergraduate students enrolled in any program the university offers. Virtually every area of professional preparation can benefit from the study of public relations/public information. Institutions and organizations are increasingly aware of the need for sound management practices when dealing with publics and the value of those practices to society.

If UW-Stout students are to achieve their professional goals, they must be competent in developing relationships with many different organizations and understanding the attitudes and values represented by those organizations. Students completing this specialization would be better able to utilize professional communication skills, play an integrative role in organizational management, assist in the definition and implementation of policy, and represent the organization's rights and responsibilities to the various publics.

Students should apply for the specialization one year before completing the requirements for it. To be admitted to the specialization, a student must have completed 12 credits in the behavioral and/or social sciences and six credits in business or business-related course work.

The specialization will be awarded to the student once all course work required for it has been completed and a minimum 3.0 grade point average has been earned in those courses.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1. Anticipate and identify public opinion.	*Complete the following courses:* PSYC-377 Consumer Psychology....3 PSYC-379 Public Relations....2	Demonstrate recognition and comprehension of public opinion through minimum 2.75 grade point average on course expectation.
2. Interpret and communicate public opinions' effect on the plans and operations of an organization.	*Complete the following courses:* PSYC-377 Consumer Psychology....3 PSYC-379 Public Relations....2	Demonstrate the ability to assess the effect of public opinion on organizations through minimum 2.75 grade point average on course expectation.
3. Recognize socially responsible behavior on the part of organizations.	*Complete the following courses:* PHIL-275 Personal and Professional Ethics....3 PSYC-377 Consumer Psychology....3 PSYC-379 Public Relations....2	Demonstrate ability to identify organizational behavior that is socially responsible through minimum 2.75 grade point average on course expectation.
4. Anticipate public reaction to organization's policy decisions and courses of action.	*Complete the following courses:* SPCOM-200 Persuasive Speaking....2 PSYC-479 Advanced Public Relations....2	Demonstrate awareness of public reaction to organizational activity through minimum 2.75 grade point average on course expectation.
5. Enhance the organizational image through advice to management.	*Complete the following courses:* SPCOM-200 Persuasive Speaking....2 PSYC-479 Advanced Public Relations....2	Demonstrate talent to provide sound advice regarding organizational image through minimum 2.75 grade point average on course expectation.
6. Design and conduct organizational audits *(using approved public relations research techniques).*	*Work on problem-based projects from the following:* PSYC-379 Public Relations....2 PSYC-479 Advanced Public Relations....2 PSYC-493 Field Practicum in Public Relations Specialization....1-3	Provide evidence of ability to develop tools for assessment and investigation of external and internal publics.
7. Compile and analyze data.	*Work on problem-based projects from the following:* PSYC-379 Public Relations....2 PSYC-479 Advanced Public Relations....2 PSYC-493 Field Practicum in Public Relations Specialization....1-3	Demonstrate comprehensive analysis through reports and presentations.
8. Set objectives, plan and budget resources for public relations/public information activities.	*Complete the following courses:* PSYC-479 Advanced Public Relations....2 PSYC-493 Field Practicum in Public Relations Specialization....1-3	Provide evidence of ability to set program goals and objectives and develop program budget.
9. Develop program strategies.	*Complete the following courses:* TCS-103 Communication and Information Technology....3 ENGL-246 Informational Writing....3 PSYC-479 Advanced Public Relations....2	Demonstrate ability to select appropriate audience, messages and media to carry out program goals and objectives through reports from field supervisors.
10. Implement campaigns to influence organizational goals.	*Complete the following courses:* TCS-103 Communication and Information Technology....3 ENGL-246 Informational Writing....3 PSYC-479 Advanced Public Relations....2	Demonstrate ability to accomplish campaigns/programs through reports from field supervisors.
11. Evaluate public relations/public information programs.	*Work on problem-based projects from the following:* PSYC-379 Public Relations....2 PSYC-479 Advanced Public Relations....2 PSYC-XXX Practicum Experience....1-3	Provide evidence of campaign/program success or failure through examination and evaluation of actual outcomes.

Spanish

Spanish is a practical skill as well as an academic and aesthetic domain The Spanish speaking population of the United States needs to be served through communication about practical needs as well as through cultural appreciation.

The Specialization in Spanish consists of the four communication skills basic to learning another language: listening, speaking, reading and writing, as well as experience in and study of cross-cultural issues, appreciation of a variety of fine arts and literary genres, and practical knowledge of the Spanish language applied to work and other life situations.

The program is suitable for non-traditional students because it builds upon knowledge they may have acquired through personal experience or in the classroom. The recommended activities for this specialization include courses which are ideal for "brushing up," and are designed so that material will be varied when students take the courses more than once. The specialization can be completed in one year, not considering the field experience, if the student has sufficient background in Spanish, so it is a good. credential to combine with a graduate program or to complement a diploma from another university.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
1. Use general vocabulary to speak Spanish about topics of common or personal interest.	*Complete the following courses:* SPAN-103 Elementary Spanish *or* SPAN-121 and -122 Practical Spanish I and II....4 SPAN-104 Elementary Spanish II....4 SPAN-201 Intermediate Spanish I....4 SPAN-202 Spanish II....4 SPAN-227 Spanish Conversation and Composition....2 SPAN-229 Hispanic Literature in America....2 *or other experience*	Grade of B or better in a Third Year Spanish Course, or credits for speaking on the Brigham Young exam, ACTFL Intermediate Low rating, or other approved test of spoken Spanish.
2. Understand native speakers talking at average speed.	SPAN-227 Spanish Conversation and Composition, or study abroad	Grade of B or better in Spanish 227, or credits for listening on Brigham Young exam, ACTFL Intermediate Low rating, or other approved test of listening comprehension.
3. Write paragraphs to express a personal point of view.	*Complete the following courses:* SPAN-103 Elementary Spanish *or* SPAN-121 and -122 Practical Spanish I and II....4 SPAN-104 Elementary Spanish II....4 SPAN-201 Intermediate Spanish I....4 SPAN-202 Spanish II....4 SPAN-227 Spanish Conversation and Composition....2 SPAN-229 Hispanic Literature in America....2 *or other experience*	Grade of B, or better in SPAN-227 Spanish Conversation and Composition, or in SPAN-229 Hispanic Literature in America, or credits for writing paragraphs on Brigham Young exam or other approved writing test.
4. Read authentic journalistic prose or other reports, understanding the general meaning, coping well with grammatical nuances and complexities, and inferring meanings, for most unfamiliar words.	SPAN-201 Intermediate Spanish I and SPAN-227 Spanish Conversation and Composition, or extensive and careful reading of magazines and newspapers.	Grade of B or better in Spanish 227, other Third Year course based on journalistic prose, or departmental examination.
5.1 Recognize and interpret cultural differences in written material and conversational situations.	SPAN-229 Hispanic Literature in America or other Spanish literature course and cross-cultural readings recommended by department	Grade of B or better in Spanish 229 or departmental examination based on cross-cultural readings and applied to conversational dialogues and literary passages.
6. Interact with ease in professional, social and tourist situations where Spanish is the language of communication.	A minimum of two weeks living experience among native speakers of Spanish.	Participate in a videotaped conversation or interview, in Spanish, fifteen minutes or more, with the collaboration of a native speaker or other appropriate individual.
7. Appreciate the usefulness of Spanish in real life situations.	Personally use Spanish in practical situations, interview about ten people who use Spanish in travel or social or work situations.	Ten page report, in English or Spanish, on how Spanish may be used in various professional or life situations.
8. Be able to use Spanish. in the context of one's chosen profession.	Locate books and other documents in Spanish related. to one's major or future work situation.	Portfolio report — two hundred vocabulary words of a highly specialized nature, with explanations or illustrations as necessary, to be approved by faculty.
9. Read and write personal correspondence in Spanish.	Formal Spanish courses, writing letters to friends and/or family members.	Completion of SPAN-227 Spanish Conversation and Composition with a grade of B or better, or presentation of portfolio of ten letters which the candidate has written to real, or imaginary persons.

Intended Outcome	Learning Activity	Evaluation
10. Recognize the importance of aesthetic values in Hispanic life.	SPAN-229 Hispanic Literature in America or other Hispanic culture course, or research on ten Hispanic composers, artists, and/or authors, in consultation with- the faculty.	Grade of B or better in Spanish 229 or other advanced Hispanic culture course, or write an essay based on the results of research, emphasizing aesthetic values and the importance of art in the community.
11. Be familiar with several aesthetic characteristics used in the music, art and literature of Hispanic cultures.	SPAN-201 Intermediate Spanish I and SPAN-229 Hispanic Literature in America, or, listen to Hispanic music, become familiar with examples of Hispanic art and read Hispanic authors, under consultation with faculty.	Completion, with a grade of B or better, of Spanish 201 and 229, or six credits in other courses based primarily on cultural material or presentation, in English or Spanish, of one example each from art, music, and literature, emphasizing unique Hispanic characteristics.
12. Be familiar with some of the most important current, and historicaL events and situations in Spanish-speaking countries.	SPAN-201 Intermediate, Spanish I, or research from a collection of current and historical readings provided by faculty.	Grade of B or better in Spanish 201, or departmental exam based on recommended reading material.
13. Develop strategies for maintaining and improving language proficiency outside the academic setting.	Experience at least three media appropriate to language maintenance, such as Spanish-language movies or newspapers, audio review tapes or computer programs.	Write a reaction paper on your experience with three different media sources, in consultation with faculty.

Training and Human Resource Development

Education is not the sole province of schools. Programs of instruction are conducted by many businesses, industries, in the military, and by other groups and organizations. Planning and providing this instruction is the province of professionals usually identified as "trainers." In our technological society, training programs have become increasingly complex and demands on trainers have increased. Greater expertise on their part is required. This all-university specialization addresses needs for preservice and in-service education for trainers.

This program is intended for students who have expertise in areas such as engineering, technology, education, business, government, military and labor, and who desire to become involved in development and implementation of training programs. Contact the Office of the Dean, College of Technology, Engineering and Management for further information.

Requirements for the Specialization

***Note**: Courses numbered 700 and greater are open to graduate students only.*

Intended Outcome	Learning Activity	Evaluation
1. Introduction to concepts of training and human resource development.	TRHRD-360/560 Training Systems in Business and Industry ....3 *Select one of the following:* INMGT-400/600 Organizational Leadership *or* PSYC-382/582 Human Resource Management 3	Successful completion of courses at left *(6 credits).*
2. Design and develop training activities.	MEDIA-360/560 Introduction to Media in Education and Training....2 *Complete a course from the appropriate school in curriculum development or course construction (2-3 credits) such as:* EDUC-312/512 Introduction to Curriculum, Methods and Assessment....2 MEBE-401 Marketing Education Curriculum....2-3 VTAE-438/638 Course Construction for Vocational Educators....2	Successful completion of courses at left *(minimum 4 credits).*
3. Implement and facilitate training activities.	*Select one of the following:* EDUC-312/512 Introduction to Curriculum, Methods and Assessment....2 MEBE-301 Marketing Education Methods ....3-4 TRHRD-370/570 Training Methods in Business and Industry ....2 VTAE-405/605 Methods of Teaching Vocational Education....2	Successful completion of a course at left *(minimum 2 credits).*
4. Evaluate the effectiveness of training activities.	VTAE-440/640 Instructional Evaluation in Vocational Education 2	Successful completion of the course at left *(2 credits).*
5. Apply concepts of training in the professional area.	TRHRD-XXX Co-op/Internship in Training.... 1-8	Successful completion of the contractual agreement of the internship as evaluated by the business, industry, government or military supervisor, and the UW-Stout supervisor. Completion of a field report is required.

Vocational Evaluation/Rehabilitation Technology

The impact of technology has changed assessment and service delivery in the field of rehabilitation. A philosophical shift to a more empowering stance with persons with disabilities has occurred as a result of the evaluation of their skills and abilities and the enhancement of those skills through assistive technology. This specialization educates and trains vocational rehabilitation professionals and students in skills to meet the needs of people with disabilities, and to provide the services that are being demanded by employers, as well as persons with disabilities for use in the labor market and in accordance with the Americans with Disabilities Act.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
Development of tool modification and accommodation: demonstrate familiarity with and use of testing accommodations or modifications to facilitate the vocational exploration of persons with disabilities through the modification of tests, work samples, job sites and training materials, as appropriate.	"The Use of Assistive Technology" workshop, resulting in a report detailing the use and modification of testing strategies *or* REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools *or* Grade of "C" or better
Communication of rehabilitation plan objectives and recommendations: demonstrate the ability to incorporate the potential of assistive technology to enhance performance potential in the vocational choices of persons with disabilities.	"The Use of Assistive Technology" workshop, resulting in reports that include recommendations for the use of assistive technology *or* REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools *or* Grade of "C" or better
Vocational rehabilitation process and philosophy: outline and describe philosophical movements associated with vocational rehabilitation in the United States, describe the role of vocational rehabilitation/assessment in a diverse cultural environment, and describe the need that persons with disabilities have to be a part of society, focusing on strengths and assets that people bring with them to any situation.	Research paper describing process and philosophy *or* Demonstrated work experience of three or more years and professional development credentials *or* REHAB-101 Introduction to Rehabilitation 3	Faculty review and approval of research paper or work experience and professional credentials *or* Grade of "C" or better
Occupational Information: find and use various sources of national, state and local occupational information; link rehabilitation recommendations to the local labor market of the person being served.	Demonstrate work experience as a job developer or placement specialist of two or more years *or* "Job Development and Placement and Occupational Information" workshop resulting in appropriate work recommendations in a written report *or* REHAB-310 Vocational Evaluation *or* REHAB-410 Job Placement 3	Faculty review of work experience or faculty review and approval of report recommendations *or* Grade of "C" or better
Functional aspects of disability: develop knowledge of the functional characteristics of disability and understand the impact of evaluating the skill and abilities of a person with a disability.	Research paper on effect of disabling condition(s) in vocational rehabilitation *or* Test out with faculty-developed standardized test *or* REHAB-230 Psychosocial Aspects of Disability 3	Faculty review and approval of research paper *or* 80 percent or better on the standardized test *or* Grade of "C" or better
Individualized vocational rehabilitation/evaluation planning: identify and delineate the individual needs of a person with a disability; state those needs in a plan for testing skills and abilities in relation to the accomplishment of a task or goal.	"Rehabilitation Planning" workshop resulting in written vocational rehabilitation plan *or* Work experience of two or more years, one letter of reference from a supervisor, three letters of reference from professional referral sources, and five letters of reference from consumers of services *or* REHAB-310 Vocational Evaluation 3	Faculty review and approval of written rehabilitation plan of three separate case studies provided during workshop *or* Faculty review and approval of work experience and letters of reference *or* Grade of "C" or better
Vocational interviewing: demonstrate the development of rapport, provision of agency and assessment information, initial identification of client strengths and limitations through the vocational interview; and create an understanding of the process of vocational rehabilitation through the vocational interview.	"Vocational Interviewing and Facilitating Career Decision Making with Clients" workshop resulting in the videotaping of a vocational interview *or* Demonstrate evidence of past work experience as a vocational counselor for two or more years *or* Complete college level course work in vocational interviewing	Faculty review and approval of videotaped vocational interview *or* Faculty review and approval of work experience *or* Faculty review and approval of college level course work
Vocational report development and communication: interpret, analyze, and synthesize participant data in a coherent and concise manner that addresses needs, strengths, and assets of the participant and develops pertinent recommendations through a report shared orally and in writing with the participant/client and referral source/rehabilitation counselor.	"Vocational Rehabilitation Report Development and Communication" workshop *or* Four written reports addressing needs of four case studies presented during the workshop *or* REHAB-310 Vocational Evaluation ..... 3 Faculty review and approval of the written report options and letters of reference *or*	Grade of "C" or better

Intended Outcome	Learning Activity	Evaluation
Standardized testing: become familiar with the procedures for administering and interpreting standardized tests and application of tests to persons with disabilities, understand the impact of the disabling condition and the use of the most appropriate test, and develop a report explaining the impact of testing and using results with a vocational rehabilitation report.	Previous college course work in the use of psychometric testing and principles of validity and reliability *or* "Standardized Testing" workshop and paper describing use of standardized tests with persons with disabilities *or* Past work experience of two years or more where responsibilities include administering and interpreting standardized tests with a supervisor's letter and at least one referral source/rehabilitation counselor *or* REHAB-420/620 Psychological Testing – People with Exceptional Need 3	Faculty review and approval of previous course work *or* Faculty review and approval of workshop paper *or* Faculty review and approval or work experience and letters of recommendation *or* Grade of "C" or better
Job and Training Analysis: perform a job analysis and develop a training analysis on a given job and do a written report; use the job analysis to determine the most appropriate evaluation tools to use with a person with a disability to measure performance ability; determine appropriate training or education to prepare for the job.	Read *A Guide to Job Analysis* or *The Revised Handbook for Analyzing Jobs*, participate in an online discussion of the materials and procedures of job analysis, select a job in the community that reflects occupational choices of agency participants, prepare a job analysis report, select and describe evaluation tools most appropriate for someone interested in the occupation *or* REHAB-410 Job Placement 3	Faculty review and approval of the job and training analysis report and online discussion *or* Grade of "C" or better
Functional Skills: use appropriate tools and strategies to evaluate the functional daily living skills of an individual with a disability, select appropriate method to determine level of functional skill, develop and use situational assessment to establish an understanding of the individual functional skills of a person with a disability.	"Functional Skills Assessment" workshop and report *or* Demonstrate evidence of past work experience of two or more years involving vocational evaluation/ functional skills assessment and/or situational assessment with two letters of reference from referral sources *or* REHAB-470/670 Work Adjustment Services.....3	Faculty review and approval of report *or* Faculty review and approval of work experience and letters of reference *or* Grade of "C" or better
Assessment of Learning: demonstrate awareness of learning styles and modalities of teaching through use of selected tests, modify test administration to the demands of the learning/teaching situation.	Previous college-level course work in educational psychology, special education, adult or vocational education that address issues of learning and learning styles and use of learning assessments *or* Paper describing learning styles and assessment of such styles, with assessment tool selection and modification	Faculty review and approval of course work *or* Faculty review and approval of paper
Work samples and work sample systems: demonstrate appropriate use of work samples and work sample systems as means of assessment within a given occupation, demonstrate appropriate use of work samples and systems with different types of disabling conditions.	"Work Sample and Work Sample Systems" workshop and research paper *or* REHAB-310 Vocational Evaluation 3	Faculty review and approval of research paper *or* Grade of "C" or better
Behavioral Observation: observe and note behaviors of individuals during the assessment process as asset or limitation behaviors in relation to the accomplishment of a target goal.	Read appropriate, assigned material and develop a written behavior observation of five clients where observations were critiqued by at least two other professionals, including the referring counselor *or* Demonstrate evidence of work experience in vocational rehabilitation/evaluation where duties included writing and/or noting behavioral observations, with a letter from a supervisor and two from referral sources attesting to accuracy and usability of the written behavioral observations, including examples of written behavioral observations	Faculty review and approval of observations, critiques and reports *or* Faculty review and approval of work experience, letters of reference, and examples of written behavioral observations